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Methods of Primary Education.**OBJECT TEACHING.—COLORS.****HOW TO GIVE LESSONS ON COLOR.**

Among the first inquiries of the teacher, as she is preparing to give a lesson on color, will occur questions similar to the following: What facts about color should I teach my class? How shall I present the subject of color to my pupils? What objects or materials do I need to illustrate lessons on color? Why do I teach color?

Even at the outset, there is some danger that you may take steps in the wrong direction. You will mistake the chief aim of these color-lessons if you suppose that your object should be to teach the science of color. The first inquiry may lead you astray, unless you understand why you teach this subject, and keep the aim of your instruction in remembrance. You may fail to accomplish the end in view if you teach facts only. Let me remind you that inasmuch as the child can learn to know color only through the sense of sight, you must place color before your pupils, and lead them to distinguish and name the different colors.

It is important that children should obtain correct conceptions as to which of the colors are good *reds*, good *yellows*, good *blues*, good *greens*, etc.; therefore, care should be taken to show them good specimens of these colors during the first lessons. It does not matter which colors you select for the first lessons, provided you have the materials for representing them well. The color-charts with the box of color cards, which are supplied to each of your schools, will furnish you with good materials for representing the colors with sufficient accuracy for the purposes of these lessons. To the chart of colors it is desirable to add colored cubes, colored silks, worsteds, colored crayons, and what would be better still, procure tubes of oil colors or water colors, such as artists use, also a small palette and palette-knife. Three colors will be sufficient. For *red* get *carmine*, or *Chinese vermillion*; for *blue*, get *ultra-marine*, or *cobalt blue*; for *yellow* get *vermilion*; and for making light colors, get a tube of *white*, which you may mix with either of the colors to make them lighter, as you may desire. With these colors you can show your pupils excellent specimens of the three primary colors; and also illustrate the manner of producing *secondary colors*, by mixing two primaries for each secondary.

Having selected and arranged your materials for illustrating the lessons on color, proceed to show a color, as the *red*, by placing your color on the white palette, and spreading it with your knife. Compare the *red* cards, *red* cubes, *red* silk, *red* paper, etc., with this, and lead the pupils to notice their resemblances; then compare with *reds* that differ from your representative of a good *red*.

For the second lesson place before your pupils the chart of colors and, taking the *red* cards from the box of color-cards, also *reds*

of other materials, request the children, singly, to match the best *red*.

Proceed in a similar manner with *blue* and *yellow* giving two lessons with each color. Afterward give a lesson with these three colors, requesting children to match those named.

Lessons may be given in the same way with *green*, *purple*, *orange*, etc. In later lessons the children may be led to distinguish and match light and dark *reds*, *yellows*, *blues*, etc., using various colored objects.

Such lessons as I have described may be given to children during their first year at school. Each lesson should be brief, occupying from ten to twenty minutes at one time. The first lesson, which ought to be short, should embody illustrations by the teacher, calculated to attract the attention of the pupils. Subsequent lessons, which require more activity on the part of the pupils, may be longer. The order of giving these lessons may be stated briefly, as follows:

First—Showing by the teacher, and seeing by the pupil.

Second—Pointing out or otherwise representing by the pupils, what was shown by the teacher.

Changes in the mode of illustrating the lessons increase the interest of the children in the lessons; and changes in the modes by which the pupils represent what they know of color, add interest to these exercises. Avoid, therefore, the use of stereotyped forms of giving the lessons, which may lead to a mechanical routine. I will mention some modes for giving these lessons that, with a little thought on your part, will enable you make such changes as will keep alive the interest of your pupils as long as it may be desired.

Place the chart of colors before the class, call out two pupils: let one take a pointer, the other a color-card, and show it first to the one holding the pointer, then to the class, while the one with the pointer tries to point to the same color on the chart—the class say “right” when he succeeds. As these two pupils return to their seats, two others may be called out and proceed in a like manner with other colors.

This form of the lesson may be changed by calling out three pupils at a time—one to select the pointer, one to select the card of the color named by the teacher, and the other one to take a colored-crayon resembling the color of the selected card; and while the pupils with the pointer and the card proceed as before, the one with a crayon makes a mark on the blackboard to show that he has selected the right color.

For another exercise let a pupil stand by the table on which a variety of colored objects are placed, and, as one member of the class after another names a color, he is to try and find it, and hold it before the class, which may say “right” or “wrong,” as the case may be. When he fails to select the color named, promptly, the one who named it may go and find the color, then take the place at the table, while the first pupil returns to his

seat. During this exercise, the aim of the class will be to name a color which the pupil does not know well enough to select promptly, and thus send him to his seat, while another takes his place at the table.

For another mode of leading pupils to represent colors, procure colored tissue or motto-paper—*red*, *yellow*, *blue*, *purple*, *green*, *orange*—and distribute them among the pupils, so that each shall hold one color. The teacher may take one each of all the colors, and as she holds up one, the class may name the color, and each pupil having the color hold it up. Proceed in the same way with each color represented. Then the teacher may name a color, as “blue,” and each pupil holding a blue motto-paper may stand, holding the paper against his breast. Sometimes let a member of the class take the teacher’s place, and call for those with the color named to stand. The monitor pupil will say “red”—and as all having that color will stand instantly—and so on with the other colors. To distribute and collect these papers in an orderly way, they may be placed upon slates, and one slate passed to each row of seats.

For another mode of using these colored motto-papers, distribute one to each member of the class as before. Let the two first pupils stand, each holding her colored paper in front of her; one may ask: “What is the color of my paper?” The one asked replies, “red” or “blue,” as the case may be, and at once turns and asks the pupil next to her: “What is the color of mine?” She answers, and in turn asks the next the color of her paper. In this manner the questions go around the class. Should a pupil asked fail to give the correct answer promptly, she must take her seat, and the one that asked the question will repeat it, to be answered by the next in order.

These different modes of conducting the lessons on color may be changed once in three or four weeks, as the interest of the pupils seem to require. By these changes the pupils will not become weary of the lessons before learning all that is aimed to be taught by them. The children should also be encouraged to observe the colors of flowers and other objects, at home, and to tell the name of the colors thus observed. With young children the color lessons may be given daily, or every other day; while with more advanced primary pupils one lesson each week will suffice. In each case, both the length of the length of the lessons and their frequency should be adapted to the other school exercises.—*Asst. Supt. N. A. CALKINS*, in *Journal of Education*.

Happy Accidents.

It is pleasant to read of the manner in which shrewd minds have turned an accidental observation to practical advantage.

Galileo, being one day in the cathedral at Pisa, watched the oscillations of a lamp suspended from the roof. He observed that the swings or vibrations were all performed at

equal times, whether the arc of swing were great or small—whether the lamp had only just begun to oscillate, or had nearly finished. Following up the observation when he returned home, he made temporary pendulums of various lengths, of any kind of heavy weight suspended by a string; and he found that the time of oscillation for each pendulum bore a definite ratio to the length of string. Armed with this twofold knowledge, he virtually gave birth to the application of the pendulum as a regular of clocks—an invention to which the precision of modern astronomy owes so much.

What to say of Sir Isaac Newton and the apple, we scarcely know. Some biographers pass by the incident without notice; some express a doubt of its truth, while others see no reason why an acute mind, trained to mathematical thought, should not draw a valuable conclusion from the incident observed. The story runs thus, in the words of Pemberton, the contemporary and friend of the illustrious philosopher: “One day as he was sitting under an apple tree at Woolsthorpe, an apple fell before him. This incident awakening in his mind the ideas of uniform and accelerated motions, which he had been employing in his method of fluxions, induced him to reflect on the nature of that remarkable power which urges all bodies to the centre of the earth. . . . “Why,” he asked himself, “may not this power extend to the moon; and then what more would be necessary to retain her in her orbit about the earth?” This was but a conjecture; and yet what boldness of thought did it not require to form and deduce it from so trifling an accident!”

The reflecting apparatus for lighthouses arose out of a wager, if the facts are correctly recorded. Somewhat more than a century ago, among the members of a small scientific society in Liverpool, one offered to wager that he would read the small print of a newspaper by the light of a farthing candle placed ten yards or forty feet distant. The wager being accepted, he coated the inside of a wooden board with pieces of looking-glass, forming a rough substitute for a concave mirror; placing a small lighted candle in front of this mirror, the rays of light were reflected, and converged to a focus ten yards on the other side of the candle, and the light at that focus was sufficient to enable the experimenter to read a newspaper. Of course the distance of the candle from the mirror was made dependent on the curvature of the mirror itself. An observant, practical man, dockmaster of Liverpool, was present. The idea flashed upon him, that if a light of a farthing candle could in this way be thrown out to a distance, the light of a large lamp could similarly be ejected to a mile or miles away. The idea grew into form, and resulted in the invention of the reflecting lighthouse, or rather the reflecting apparatus for lighthouses.

One day Lundyfoot, a snuff manufacturer

was drying some snuff, a necessary process

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in its preparation. Through a little neglect the snuff was allowed to be over heated, till it became charred, scorched, or burned. In the view of a prosy jogtrot tradesman, the commodity would have been thrown away as spoiled; but this manufacturer, noticing the pungent character of the snuff, and how it tickled the nose, and knowing that some men liked to have the nose tickled more than others, resolved to try whether "high-dried snuff" could be brought into favor. It not only did so, but proved a source of wealth to him. Any man may burn a commodity by carelessness; it is the observant man who ingeniously turns the accident to a good account.

The writer has seen a piece of printed calico or muslin that exemplified the way in which an accident led, not exactly to an invention permanently useful and profitable, but to a pattern that had a great success in one particular year. A piece of cotton being printed at one of the great Manchester establishments, became a little displaced. While traveling upwards from the printing cylinder a portion of the cloth shifted into some disarrangement, and was printed a second time, but in a different direction from the first. The effect was very singular. The original pattern was a simple one, but the diagonal repetition produced a forked-lightning effect, of a kind which a designer would not have been likely to hit upon. The master-printer took a hint from the accident; he suggested the engraving of a design in which the forked-lightning effect should be utilized. It proved to be one of the most successful patterns ever introduced by the firm. The reader may form some idea of the way in which this fortunate mishap occurred; for one corner of a newspaper sometimes accidentally gets printed a second time, but at a different angle. A muddle it makes when the impress consists of words and sentences, but when it consists of geometrical lines or fancy arabesques, the product may be a fortunate one to a man who has his wits about him.—*Chambers Journal*.

THE cracking of a picture in the sunshine set Van Eyck experimenting to produce a varnish that would dry in the shade. He found what he sought, and found besides that by mixing it with his own colors they acquired greater force and brilliancy, and required no subsequent varnishing; and so came about the discovery, rediscovery, of the art of painting in oil. Mezzotinto owed its invention by Prince Rupert to the simple accident of a sentry's gun-barrel being rusted with dew. Henry Schanwald, a Nuremberg glass-cutter, happened to let some aquaforis fall upon his spectacles, and noticed the glass was corroded and softened where the aquaforis had touched it. Taking the hint, he made a liquid accordingly; he drew some figures upon a piece of glass, covered them with varnish, and applied his corroding-fluid, cut away the glass around his drawing so that when he removed the varnish the figures appeared raised upon a dark ground, and etching upon glass was added to the ornamental arts. Alois Senefelder, playwright and actor, thinking it possible to etch upon stone in lieu of copper, polished a slab for the purpose. He was disturbed by his mother coming into his small laboratory with the request that he would jot down her list of things for the wash, as the woman was waiting to take the basket away. There being no paper or ink handy, Senefelder scribbled the items on his stone with his etching preparation that he might copy them at leisure. Some time afterward when about to clean the stone, he thought he might as well see what would be the effect of biting the stone with aquaforis, and in a few moments saw the writing standing out in relief. Taking up a pelt-ball charged with printing-ink, he inked the stone, took off a few impressions upon paper, and had invented lithography.

It is worth more to be the head of a mouse than the tail of a lion.

The Four Largest Diamonds at Present in Europe.

1. The Orloff of Amsterdam; 104½ carats; latest price, 450,000 rubles.

Cut in the old rhomboid shape. Forms the extremity of the Russian sceptre. It came from the old mines of India, and is said to have once formed one of the eyes of the celebrated statue of Sherigan in the temple of Brahma. At a later period it was found, with another large diamond, in the throne of the Shah Nadir of Persia. When he was murdered it was taken by a French grenadier who had taken service there, and who fled with it to Malabar, and sold it there to a ship captain for 14,000 thalers, and he handed it over to a Jew for 84,000 thalers. The Jew sold it at a greatly advanced price to the Armenian merchant Schafra, from whom the Empress Catherine II. obtained it in 1775, at Amsterdam, for 450,000 rubles, an annuity of 2,000 rubles and a diploma of nobility.

2. The Regent or Pitt; 186 3-4 carats; perfect diamond; value 1,200,000 thalers.

Among the French crown jewels. It came from the mines of Parteal, twenty miles from Mazulipatam (Golconda, East Indies), where it was found in 1702 by a slave, who in order to conceal it, wounded himself in the leg and hid it under the bandage. He promised the stone to a sailor if he would procure him his liberty. The sailor enticed him on board his ship, took the stone, drowned the slave, sold the diamond to the Governor of Fort St. George (whose name was Pitt) for £1,000 sterling, squandered the money and hanged himself. It was purchased from Pitt in 1771 by the then Regent of France, the Duke of Orleans, for Louis IX., its price being 3,875,000 francs. It weighed at that time 410 carats, and was afterward cut and polished in perfect diamond form, who which, however, it lost two-thirds of its size. This operation took almost two years, and cost 26,000 thalers. As much as 9,000 thalers was expended in diamond dust, and the pieces broken off still had a value of 48,000 thalers. In 1792 it was stolen, together with all the crown diamonds, at the plundering of the Tuilleries, and was lost sight of until, in an anonymous letter to the Minister of Police at Paris, the place of its concealment in the Camps Elysees was accurately described. It was actually found there together with the rest of the most valuable crown jewels. (Probably the thief had become convinced that it was dangerous for him to sell jewels of such a value.) The Republic then pawned it to the merchant Trescow in Berlin. After its redemption it adorned the sword of Napoleon I.

3. The Koh-i-nor—mountain of light; 106 1-16 carats; a flat, oval diamond; belongs to the Queen of England; value, 800,000 thalers.

Its history is lost in the darkness of Indian tradition, and can be traced with certainty only since the beginning of the fourteenth century. It was for hundreds of years the crown jewel of the Badshahs of Malwa, and was rightfully regarded as a talisman of sovereignty, because it was always the booty of the strongest conqueror. In this manner, after it had repeatedly changed owners, in 1813 it came into the possession of the ruler of Lahore, where it was captured by the English in 1850, at the rebellion of the Sikh troops, and presented to Queen Victoria. It weighed at that time 186 1-15 carats, but it had been so awkwardly cut—several hundred years before, by the Venetian lapidary, Hortensio Borgio, that it produced little effect, (Exhibited in London in 1851.) Queen Victoria had it newly cut by Herr Versanger, the most skillful workman in the celebrated diamond cutting establishment of Herr Coster, at Amsterdam. The work was completed in 1853, in thirty-eight days.

4. Fiorentine or Tuscan; 189 1-2 carats; value 700,000 thalers; among the treasures

of the Emperor of Austria; pure, but of a yellowish color, probably the largest of the diamonds lost by Charles the Bold in the battle of Granson in 1476.

It was found by a Swiss on the public road in a casket, in which there also lay a costly pearl. At first the man scornfully threw away the diamond, but then picked it up again, and sold it for a florin to a clergyman, and he sold it for three francs to the Bernese. Here it was purchased for five thousand florins by the wealthy merchant prince Bartholomeus May. Then a Genoese purchased it for a little more, and sold it for double the price to Ludovico Moro Sforza, the Regent of Milan. On the occasion of the dispersion of the treasures of Milan, Pope Julius II. procured it at auction for 20,000 ducats. It is now in the Imperial Treasury at Vienna.

The Teachers in our Public Schools

HERE is probably no vocation in life which is more arduous in its wear and tear upon the nervous system than that of a teacher in our public schools. The prizes are fewer than in any other profession, for the highest position a teacher can rise to, is that of becoming a principal of a school, and this can fall to the lot of very few. It is a profession demanding the most punctual regularity of habits, as well as the most concentrated attention, while its duties are being performed. All aberrations of the teacher's mind to "fresh fields and pastures new," while instructing a class, would be fatal to success in the work and involve a speedy dismissal. The clerk who enters a store, has always the chance and the hope in the future of being made a partner, or going into business on his own account. No such cheerful visions beguile the leisure hours and solace the weary brain of the public school teacher. The only *Ultima Thule* of these public servants is that one day in the far future he or she may become a principal, with a salary not exceeding thirty-five hundred dollars if a man, and twenty-five hundred if a woman. Truly their "lines are not cast in pleasant places," and the routine would be intolerable were it not that most of those who choose this ill-arranged life do so from an unselfish and self-denying love for it. Their chief reward is in the good they do, a good that lasts, when they sleep beneath the sod, in the upright lives of their pupils, and the kindly effections which embalm their memory. Except for this compensating reflection, in no profession is the Latin proverb so sadly exemplified as in that of the public school teacher, *Probitas laudatur et alget*, which may be interpreted to mean "Integrity is praise and left to starve."

Next to the parents, and oftentimes much more than they, the teacher is the guide, the friend, the helper of the young in their probationary discipline for this rough, work-day world. It is the teacher who stores the memory, directs the tastes, disciplines the imagination and controls the reasoning faculties of our children.

It is from the example of the teacher that the child learns control of temper, civilized manners, and those habits of punctuality and industry on which all success in after life depends.

One would think that society would feel no gratitude too great and no remuneration too ample for those who render such services to its future citizens and fathers and mothers, as these. But it is not so. The community is willing to give large incomes to those who have the faculty of relieving the *ennui* of Sunday by pleasant talk on one day of the week, yet it grudges a decent maintenance to those who devote their lives to their children, and yet expects the teacher to live in social respectability and set an example of neatness in apparel.

Those only, perhaps, who have had the care of other people's children, and been responsible for their training, can know the

pressure and anxiety of such an office. The very mental deficiencies of children are blamed by selfish parents on the teacher, as though to possess the gift of miracles and be able to convert a youthful simpleton into mature genius, by mere contact with books and class. They seem to think the rod which belongs to the teacher is the rod of Moses, who could smite the stubborn rock and call forth water or honey at his will.

Ignorance of what education is, in the parents themselves, is, of course, at the root of their niggardly spirit toward the instructors of their children. "Only a teacher" is too often applied to those who exercise this office in our public schools, much as "only a governess" used to be said in England by sordid persons, whose only idea of respectability was wealth, of the cultured and sensitive young ladies who had to bear all the caprices of nursery, and were treated worse than the servants in the kitchen.

But surely it is not too much to expect of the American people, who are proverbially so lavish of their money, to be just, if not generous, to their public school teachers.

It is a hard and brain-taxing profession, as we have said, wearing to the nervous system, and unrelied by the excitements of commercial life. And because many a delicate and refined lady droops and dies beneath a burden great for her to bear, and submits uncomplainingly to the *res angusta domi*, while she gives her strength to teaching, is no reason why the public should be insensible to her services or stint her of her fairly earned remuneration.

We make these remarks in depreciation of all proposals to reduce the salaries of our public school teachers. It is both the duty and the interest of the public to see that the teachers of their children are maintained in respectability. How can our teachers do their arduous work effectively, if their minds are to be harassed by pecuniary anxieties? Of all mental occupations, teaching is the one which requires most imperatively a mind and heart in tranquility. The petty dollars that could be deducted from salaries ranging, at present little above starvation point, would only react upon our children, and incompetent teachers would be the result of such stipends as would drive well-educated ones from the field.—*Hebrew Leader*.

Gypsies and their Friends

Where did the Gypsies really come from? In what country was the cradle of this race of wanderers? A question which has been answered in a hundred ways. The wildest theories have been advanced and on the slenderest grounds; they wandered from the province of Zeugitana, in Africa; they were fugitives from the city of Singara, in Mesopotamia, driven out by Julian the Apostate; they came from Mount Caucasus; their name "Zigenner" is a corruption of Saracener; they are the Canaanites whom Joshua dispossessed; they are Egyptians; they are Amorites. All these theories are assigned them from the peculiarities of their customs and language. They are faquires; they are the remains of Attila's Huns; they are the descendants of Cain; they are German Jews, who, during the dreadful persecution of the fourteenth century, betook themselves to the woods and remained there till the troubled times passed over; they are Tartars, separated from Timur's hosts about the beginning of the 15th century; they are Circassians driven away from their homes by this very Timur, with his Tartars; they are Bohemians; they are Sudras, from India.

All these opinions and many more are enumerated at length in Grellman and quoted by everybody who has written on the subject. As we write these lines we read that M. Baillaard, who has made the Gypsies his study for many years, has in the press a paper in which he attributes altogether a new origin to them. Mr. Charles Leland's opinion is,

that they are the descendants of a vast number of Hindus of the primitive tribes of Hindustan, who were expelled or emigrated from that country early in the fourteenth century and that they were identical with the two castes of the Doms and Nats—the latter being at the present day the real Gypsies of India. The people have drawn around them a whole literature of inquiry and research. The names of Simpson, Borrow, Pott, Grönman, Lieblich, Paspati, Smidt, which are readiest to our hand, have been quite recently supplemented by the addition of Mr. Charles Leland and Prof. E. H. Palmer. Rommany literature is like the Homeric ballads, inasmuch as it is entirely oral. Unlike the Iliad, it is extremely limited in extent. Borrow, in his latest work, gives a few songs and pieces in verse, but the Rommany folk are not given to poetry. On the other hand, they are full of proverbs, parables and quaint stories, of which Mr. Leland has collected a great number. For instance:

"When I was sitting in the forest under great trees I asked a little bird to bring me a little bread; but it went away and I never saw it again. Then I asked a great bird to bring me a cup of brandy; but it flew away after the other. I never asked the tree overhead for anything; but when the wind came it threw down to me a hundred ripe nuts."

The Gypsy, observe, does not think of working for his bread, or his brandy, or his nuts. He asks in vain for the first two, and the third he gets without asking. The moral of this parable seems to be that luck is everything.

Here are two others, each with its own moral appended:

"Once the cat went to see her cousin, the hare. And there came a hunter, and the cat scrambled up the hill, further up, up a tree, and there she found a bird's nest, but the hare ran down the hill, far down into the country."

"Bad luck sends a poor man further down, but it causes a great man to rise still more."

"One day a poor man had a dog that used to steal things and carry them home for his master—meat, money, watches and spoons. A gentleman bought the dog and made a great deal of money by showing him at fairs.

"Where rich men can make money honestly, poor men have to steal."

More of the wisdom of the Egyptians has been collected by Mr. Borrow. Here is some of it:

"AGEDIA STELMON
My father, why were worms made? My son, that moles might live by eating them. My father, why were moles made? My son, that you and I might live by catching them. My father, why were you and I made? My son, that worms might live by eating us."

"The true way to be a wise man is to hear, see and bear in mind."

What good is there in the Rommany tongue? There is plenty, plenty of good in it; and plenty, plenty of our people would have been transported or hung but for the old, poor Roman language. A word in Rommany said in time to a little girl and carried to the camp has caused a great purse of money and other things which had been stolen to be stowed underground; so that when the constables came they could find nothing, and had not only to let the Gypsy they had taken up go his way, but also to beg his pardon.

The man who has not the whip-hand of his tongue and his temper is not fit to go into company.

It is not a wise thing to say you have been wrong. If you allow you have been wrong, people will say: "You may be a very honest fellow, but you are certainly a very great fool."

Add to these pithy sayings some of the proverbs and clearer phrases collected by Mr. Leland. They are as wise as Capt. Burton's Syrian proverbs:

"When the wind is high, move your tent to the other side of the hedge—i.e., change your side according to the circumstances."

Never buy a handkerchief or choose a wife by candle-light.

Nice reeds make nice baskets.

It's like a kiss—good for nothing unless divided between two.

Don't ask for a thing when you can't get it.

It is always the largest fish that falls back into the water.

There may be adversity in a large house as well as in a small one.

Keep it a secret in your own heart and no body will know it.

Clean water never came from a dirty place.

Behind bad luck comes good luck.

There is a sweet sleep at the end of a long road.

Wait till the moon rises.

An ass that carries you is better than a horse that throws you off."

The result is small when the most ardent admirer of the Gypsies has set down all he knows and learned from them. They have few traditions, and those of no importance; their literature is the very scantiest that ever

adorned a people, and their proverbs, though some of them, as we have seen, are good, amount, when they are all written down, to no more than Sancho Panza would reel off in the course of a ten minutes' sitting on the seat of justice in Barataria.

Anecdote of Washington.

An officer to whom he was very much attached was taken dangerously ill, and he had him removed from his uncomfortable quarters to a room in his own house. Late in the evening one of his aides, with some other young officers, returned from a party in the country, and, gathering around the old fireplace, grew quite hilarious over some incident or incidents that had occurred. Washington stepped out of his room adjoining, and, after exchanging a few words with them spoke of the sick officer and his dangerous condition. The young officers became quiet; but after a little while they forgot all about it, and were merry as ever. In the midst of their jokes and laughter, the door of Washington's room opened very gently, and the General himself appeared, with a candle in his hand. Crossing the floor on tiptoe, he went into the kitchen, as if in search of something, and immediately returned, in the same noiseless, careful manner. The young men took the hint and immediately dispersed.

Sleep.

The best possible thing for a man to do when he feels too weak to carry his work through, is to go to bed and sleep a week if he can. This is the only recuperation of power, the only actual recuperation of the brain force. Because, during sleep the brain is in a state of rest, and in a condition to receive and appropriate particles of nutriment from the blood which take the place of those which have been consumed in previous labor since the very act of thinking consumes, burns up solid particles, as every turn of the wheel or screw of the splendid steamer is the result of consumption by fire of the fuel in the furnace. The supply of consumed brain substance can only be had from the nutritive particles in the blood, which were obtained from the food previously eaten, and the brain is so constituted that it can best receive and appropriate to itself those nutritive particles during a state of rest, of quiet, and stillness in sleep. Mere stimulants supply nothing in themselves; they only goad the brain, force it to a greater consumption of its substance, until that substance has been so exhausted that there is not power enough left to receive a supply, just as men are so near death by thirst and starvation that there is not power enough to swallow anything, and all is over.

An Incident.

A principal of a school says: "Here is a little incident you may like to tell sometime,

of one of your studious, law-abiding boys. Last July a year a vacancy occurred in the book keeping department of the importing house of Peter Wright & Son, of Philadelphia. An acquaintance suggested our young friend, and the situation was offered him with a salary beyond what many were getting who had been there for years. He left 'My Maryland,' and in much trepidation entered upon the new field of duty. His inexperience made the position at first a hard one, and he was fearing he might not be giving satisfaction, when the partner in charge said he wished to speak with him; he listened in fear and trembling, thinking probably 'his time had come.' Says Mr. W.: 'I saw an incident as I sat at the table which interested me. A folded napkin had fallen to the floor, the first young man looked at it and passed on, the next trod upon it, the third kicked it aside; you picked it up and hung it upon a chair. I thought it showed the difference in bringing up.'

"Our young friend drew a long breath, and felt a sense of relief. At the end of his first six months in the house, New Year's, 1875, he received the agreeable notice that his salary had been increased \$200."—*Normal Monthly.*

Education at the Centennial

Two informal preliminary international Educational Conferences have been held at Philadelphia; the first on the 17th inst., in the parlor of the Pennsylvania Educational Department, and the second, June 20, in the Judges' Pavilion, when it was unanimously voted—

First. To hold an International Educational Conference.

Second. To have its first session in connection with the meetings of the National Educational Association at Baltimore.

Third. to hold the remaining sessions at Philadelphia, where most of the foreign gentlemen, especially interested in education, and now in the country, are closely confined by their official duties in connection with the Exhibition.

Fourth. to hold informal conferences every Tuesday and Friday afternoon at 4 P. M. in the parlors of the Pennsylvania Educational Department.

Friday, the 23d inst. at 4 P. M. it is expected that Mr. Meijerberg, Superintendent of schools for Stockholm, will speak of Swedish education, and Dr. Jacobs of the Michigan system of education.

A Novel School.

We have an account in the *Common School* of Prof. Jones' School at Evanston, Ill.

INSTEAD OF starting out as in the class method, with the presumption that the Creator made all these minds equal, or that, if He did not, it was a great mistake, which it is the modern teacher's first function to correct, I recognize says Prof. Jones, that they are not equal. I shall not undertake to make them over, neither will I try to march them all at the same pace—like a platoon of soldiers, or so many prisoners in a chain gang.

I will not endeavor to crowd a peck into a skull that has only a pint capacity—nor say to the man that has the peck, that he shall never measure more than a pint at a time. I will treat students, as boys and men are treated in business places, that is, give each full scope for his individuality, and encourage him to do his best, neither holding him back nor dragging him at the heels of those, who by nature and early discipline were destined to outrun him.

Class-teaching necessarily tends to mediocrity or something less, but Individual Instruction gives talent and industry opportunity to run their race, unhindered by indolence or stupidity.

With some such sentiments as these, Prof. Jones has addressed himself to the task of developing a method by which these twenty scholars in Algebra may be taught individually and yet at reasonable expence. Accordingly he gives the same teacher the same time he would allow him to spend it all, not in "hearing a recitation," but in *teaching*. The twenty pupils in Algebra file into the room and sit down to their work, book and pencil in hand. The teacher moves from desk to desk—stopping wherever he is wanted, as again and again he makes his round. When not engaged in asked-for explanations, he volunteers inquiries and assistance where he thinks they may be needed; and spends no little part of his time in imparting to the learner the art of studying to best advantage. (If teachers, generally, would spend more time in showing pupils how to study, the number of poor lessons and disheartened students would be wonderfully diminished.) No scholar is required to sit idle, listening to explanations directed only to the stupid or indolent. Each has his whole time for work and is kept hard at it. No pupil is set back or forward to make him 'class.' No one waits for his mate; each is told to press on as fast as possible, and the best man is he who completes the book the soonest.

If sickness, number of other studies, natural slowness or other cause throws one behind the rest, he is not allowed to pass over a page unstudied. Everything is done thoroughly.

In place of daily recitations, every Friday is devoted to examination, either oral or written—and the scholarship grade for the week is determined wholly from the day's exhibit. There is no arbitrary curriculum of study. The pupil may give all his time to one or more studies, as he or his parents prefer. Young or old, whoever wishes to review his half-forgotten studies, can do so here without the mortification and embarrassment of being thrust into a class with mere children.

The school is for both sexes. Its buildings are commodious and handsomely finished, and its grounds beautiful—comprising an entire block in the very midst of Evanston, which is the sylvan belle of all the charming villages along Lake Michigan. The attendance is rapidly increasing. This experiment, therefore, is being made under most favorable circumstances. Prof. Jones, after many years of experience in the old methods, has embarked with enthusiasm in this undertaking, to demonstrate the advantages of individual instruction over class methods in most studies, and show that the new system can be followed with little if any more expense than the old. He invites candid inquiry on the part of educators generally, and professes to welcome fair criticism and friendly suggestions from whatever quarter. If his anticipations are realized, he fondly believes that other such schools will start up in various parts of the country—leading eventually to great modification, if not the abandonment, of what he considers the unrepentant arbitrariness of the prevalent graded school system in our public schools.

MR. GEORGE W. CURTIS has written a letter in favor of pensioning common school teachers, in which he says: "Teaching in the public schools is as essential a part of the public service as the discharge of duty in the army and navy, and the faithful servant in one branch is entitled to the same consideration as his fellow-servant in another. The pension would make teaching an assured career, and constantly attract to it the best teaching talent in the country; and the efficiency and value of the schools would be promoted just in the degree that teaching ceased to be a temporary resource, as it now so often is. The best service in any public department is always the cheapest, and the advantage that the State would purchase by this little outlay would be inestimable. I cannot help thinking that the proposition must command the warm sympathy and support of the more intelligent friends of the common schools—and with all my heart I wish it success."

THE KING'S TOILET.

In the *Ancient Regime* Mr. Taine presents a striking picture of the affluence of the French Court in the years immediately preceding the revolution:

The king is expected to keep the entire aristocracy busy, consequently to make a display of himself, to pay back with his own person, at all hours, even the most private, even in getting out of bed, and even in bed. In the morning, at the hour named by him beforehand, the head valet awakens him; five series of persons enter in turn to perform their duty; and, "although very large, there are days when the waiting rooms can hardly contain the courtiers." The first one admitted is *l'entrée familière*, consisting of the children of France, the princes and princesses of the blood, and, besides these, the chief physician, the chief surgeon and other servicable persons. Next comes the *grande entrée*, which comprises the grand chamberlain, the grand master and master of the wardrobe, the first gentleman of the bedchamber, the Duke of Orleans and Penthièvre, some other highly-favored seigniors, the ladies of honor and in waiting of the Queen, mesdames and other princesses, without enumerating barbers, tailors and various descriptions of valets. Meanwhile spirits of wine are poured on the King's hands from a service of plate, and he is then handed the basin of holy water; he crosses himself and repeats a prayer. Then he gets out of bed before all these people and puts on his slippers. The grand chamberlain and the first gentleman hand him his dressing gown; he puts this on and seats himself in the chair in which he is to put on his clothes. At this moment the door opens and a third group enters, which is the *entrée des brevets*. The seigniors who compose this, enjoy, in addition, the precious privilege of assisting at the *petite couche*, while, at the same moment, there enters a detachment of attendants, consisting of the physicians and surgeons in ordinary, the intendants of the amusements, reader, and others, and among the latter those who preside over physical requirements. The publicity of a royal life is so great that none of its functions can be exercised without witnesses. At the moment of the approach of the officers of the wardrobe to dress him, the first gentleman, notified by an usher, advances to read to the King the names of the grantees who are waiting at the door. This is the fourth entry, called *la chambre*, and larger than those preceding it, for, not to mention the cloak bearers, gun bearers, rug bearers and other valets, it comprises most of the superior officials, the grand armorer, the almoner on duty, the chaplain, the master of the oratory, the captain and major of the French Guards, the colonel of the king's regiment, the captain of the Cent Suisses, the grand huntsman, the grand wolf huntsman, the grand provost, the grand master and master of ceremonies, the first butler, the grand master of the pantry, the foreign ambassadors, the ministers and secretaries of State, the marshals of France and most of the seigniors and prelates of distinction. Ushers place the ranks in order and, if necessary, impose silence. Meanwhile the king washes his hands and begins his toilet. Two pages remove his slippers the grand master of the wardrobe draws off his night shirt by the right arm and the first valet of the wardrobe by the left arm, and both of them hand it to an officer of the wardrobe, while a valet of the wardrobe fetches the shirt wrapped up in white taffeta. Things have now reached the solemn point, the culmination of the ceremony; the fifth entry has been introduced, and in a few moments

after the King has put his shirt on, all that is left of those who are known, with other household officers waiting in the gallery, complete the influx. There is quite a formality in regard to this shirt. The honor of handing it is reserved to the sons and grandsons of France; in default of these to the princes of the blood of those legitimated; in their default to the grand chamberlain or to the first gentleman of the bedchamber; the latter case, it must be observed, being very rare, the prince being obliged to be present at the King's levee as well as the princesses at that of the Queen. At last a shirt is presented, and a valet carries of the old one; the first valet of the wardrobe and the first *valet de chambre* hold the fresh one, each by a right and left arm respectively, while the two other valets, during this operation, extend his dressing-gown in front of him to serve as a screen. The shirt is now on his back and the toilet commences. A *valet de chambre* supports a mirror before the king, while two others on the two sides light it up, if occasion requires, with flambeaux. Valets of the wardrobe fetch the rest of the attire. The grand master of the wardrobe puts the vest on and the doublet, attaches the blue ribbon, and clasps his sword around him. Then a valet assigned to the cravats brings several of these in a basket, while the master of the wardrobe arranges around the King's neck that which the King selects. After this a valet assigned to the handkerchiefs brings these on a silver salver, while the grand master of the wardrobe offers the salver to the King, who chooses one. Finally the master of the wardrobe hands the King his hat, his gloves and his cane. The King then steps to the side of the bed, kneels on a cushion and says his prayers, while an almoner in a low voice recites the orison, *quasumus deus omnipotens*. This done the King announces the order of the day and passes the leading persons of his Court into his cabinet, where he sometimes gives audience. Meanwhile the rest of the company await him in the gallery in order to accompany him when he comes out.

THE TRADE WINDS.

The earth turns on its axis from west to east, and with it rotates daily the enormous envelope of the atmosphere. The velocity of rotation at the equator is something over 1,000 miles an hour; at thirty degrees distance it is about 150 miles less. In higher latitudes it is still less, and at the poles nothing. Therefore, whenever the air moves north or south on the surface of the earth it will carry with it less or greater velocity of the rotation than the place it passes over, and will turn into an easterly or westerly wind, according as it approaches or recedes from the equator. In the region of the sun's greatest heat the air, rarefied and lightened, is continually rising, and cooler currents come in on both sides to take the place of the ascending volume. As these side currents come from a distance of about thirty degrees from the equator, they have, at starting an eastward velocity many miles an hour less than the localities they will eventually reach. Consequently they will appear to lag behind in all the course of their progress to the equator—that is they will have a westerly motion united with their north and south movements. These are the great trade winds, blowing constantly from the northeast on this side, and the southeast on the other side of the equator.—*Popular Science Monthly*

Experiments lately made in France show that air laden with coal dust is highly explosive. Several cases of explosions in coal mines have been traced to the action of suspended coal dust when no fire-damp was present.

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LEIPZIG FAIRS.

Three times in the year—that is to say, at Easter, Michaelmas, and Christmas—occurs one of the great Leipzig fairs, lasting for several weeks at a time. Two of these fairs (the Spring and Autumn) are so old that the date of their origin cannot be ascertained. They are known, however, to have been institutions as early as 1176. The other dates from 1458, thus appearing to be a pretty elderly fair. While a fair is in progress, business may be said to be wholly transacted in the squares and streets, which are crowded with stalls and booths, and rendered for any purpose except that of buying and selling, exceedingly inconvenient and disagreeable. Each branch of business has its own quarter, and the display of wares is very great. Silks, cloths, furs, leather, books, seem to be the merchandise traded in but there is scarcely any description of goods which is not exposed in greater or less quantity. The Spring fair is emphatically the book fair, and an immense book business is said to be done at that time. The population of the town is about doubled during fair time, the natives from far and near choosing to make their purchases then, and a popular belief prevailing that the fair is the place to get things good and cheap. I have, however, heard quite a different statement made by persons who have had opportunities of forming a correct opinion. They say, "Never buy anything in the fair; you will get what you want just as cheap in the shops, and by buying there run a far less chance of being imposed on." As far as I can judge, the fair goods are generally inferior. In the Winter fair, with the cold such as I have described it, it can be no pleasant way of dealing to stand for many hours in a wretched booth with one side open. And if it be miserable by day, what must it be by night, when, of course, some one has to remain with the wares! Yet the fair seems to be a time of general hilarity. Every one is in good humor, and nobody looks at all distressed by the weather. You see groups of people, with the snow all around them, boiling coffee in the open air and taking their refreshment as leisurely as if they were in a comfortable room. None of us know what we may be broken to until the experiment is tried. Notwithstanding that railways now extend all over Germany, purchasers frequent the great Leipzig fairs as they did, as far as I can.

But gatherings of this character, and these must be obsolete before long. A great many of the Germans will probably become obsolete at the same time, more's the pity; but I think we know pretty well by this time that the "progress" about which we are fond of talking is by no means an uncheckered benefit.—*Blackwood's Magazine*.

The following beautiful sentiment was recently uttered by Judge John L. T. Sneed, of a Western court:

The idea that the judicial officer is supposed to be vested with ermine, though fabulous and mythical is yet more eloquent in its significance. We are told that the little creature called ermine is so sensitive to its own cleanliness that it becomes paralyzed and powerless at the slightest touch of defilement upon its snow-white fur. When the hunters are pursuing it they spread with mire the pass leading to its haunts, to which they draw it, knowing that it will submit to be captured rather than defile itself.

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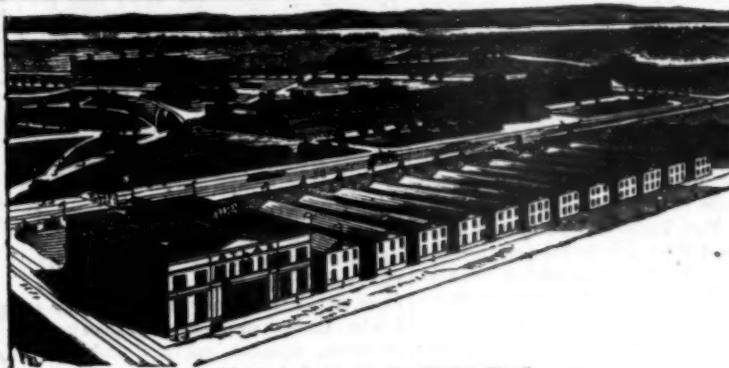
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THE KHEDIVE OF EGYPT.

Ladies are not, perhaps, aware that much of the spool cotton with which they sew is made of material grown upon the plantations of this personage, and bought of him by English merchants. The fibre of Egyptian cotton is longer than that of most American cotton, and better adapted to thread. It seems the ruler of Egypt has a very friendly feeling toward the United States. He receives Americans with apparent cordiality, and a casket of jewels which he recently gave to the daughter of General Sherman is supposed to have been intended by him as a compliment to America, as well as homage to the young lady.

Who is this man that sells the world cotton, and thinks it right to spend the money of the Egyptians in having operas written, and in giving young ladies jewels valued at thousands of pounds? An ignorant and docile people like the Egyptians, accustomed for ages to be ruled by the bastinado, are bound to be plundered by *somebody*. In ancient times, when they had their own royal dynasties, they looked upon the reigning king as the representative of Deity, and called him *Pharaoh*, or *Pharaoh*, a word which signifies "The sun." He was, at once, their pontiff and their sovereign, to whom they paid obedience and veneration. But, during the last few centuries, Egypt has been governed by any adventurous chief who could get astride of that patient and submissive camel. The Turks conquered it in 1517, and ruled it by viceroys for a century and a half. Then the Mamelukes, a corps of foreign troops, made the country independent; and next, for thirty years, the politics of Egypt may be described in two words—*anarchy* and *assassination*. In 1798, Napoleon Bonaparte and a French army alighted upon its shores, and the French held the country for a few years.

From the midst of the chaos in which the country was left after the expulsion of the French, a strong man arose, known to Europe as *Mehemet Ali*, who governed Egypt for forty years with unscrupulous force and great ability. The present ruler is the grandson of *Mehemet Ali*; and, though not the equal of his grandfather, he appears to have inherited from him the strong points of his character.

Mehemet Ali, born in 1768, was a poor orphan boy at a small seaport town of Albania. The governor of the town, or, as we should say, the mayor, brought him up in his house, gave him employment in the army, and on the return of the young man from a successful expedition, rewarded his prowess by the gift of his daughter's hand. Having passed the first years of his married life as a dealer in tobacco, he was sent, in his thirty-third year, with a body of troops to assist in expelling the French. Against the French army were arrayed the combined forces of England, Turkey and Egypt. And there were numberless opportunities for a brave and enterprising officer to win distinction. *Mehemet Ali* rose rapidly, made great success, and found himself at the close of the contest Governor of Egypt.

Once firm in his seat, this remarkable man set to work to reform and Europeanize Egypt. He put his army and navy on a European footing, instituted regular methods of taxation, such as import and export duties, established manufactories, founded a college and schools of medicine, set up a printing press, improved the system of irrigation, deepened the port of Alexandria, and increased its population tenfold. He ruled to the year 1848, when being eighty years of age, he lost his mind, and his eldest son governed in his stead. Then there was another period of anarchy and spoliation, which lasted un-

til 1863, when the present Governor of Egypt succeeded his nephew, who bequeathed enormous debts to his country.

The word *Khedge* is pronounced by the Egyptians in three syllables, *Ke-dee-ve*, and means a Viceroy. The name of the present *Khedge* is *Ismail*. They call him in Egypt, *Ismail Pasha*, or *Ismail I*. He is now forty-five years of age, of distinguished appearance, stout in person, and of complexion almost light enough for a European. He dresses in the European manner, speaks French very well, and comports himself in all respects, in his own house, like a French gentleman. His mother being a Circassian woman, and his grandfather an Albanian, he is no more Egyptian than Napoleon Bonaparte was French. He was even educated in Paris, where he passed several years which separated him still more from the life and manner of Egypt. He lived for a while in a magnificent palace on the Bosphorus, and was much employed in the public service during the troublesome reign of his nephew. He was then, and has been all his life, distinguished for that reckless profusion of expenditure which men are apt to practice when spending the money earned by other people.

In January, 1863, when the death of his nephew made him master of Egypt, the manufacturing countries, England, France and Germany, were suffering from the cotton famine caused by the blockade of the Southern ports. The *Khedge*, who claims to be the owner of all the land in Egypt, immediately went into the cotton culture on an enormous scale, and in the course of the next three years added immensely to his revenues hereby. He has since established new manufactories, extended railways and telegraphs, and brought to a happy conclusion that great work begun by his nephew, the Suez Canal. He even set up a kind of parliament of seventy-five members, but with power only to discuss measures, not enact laws. He has greatly increased the trade of Egypt with the interior of Africa.

MISERIES OF THE POOR.

At one of the schools in St. Louis numbers of pupils were in the habit of bringing luncheon with them, which at noon they ate together. Among those who did not go home for dinner the teacher, in a particular room, noticed a little girl who always sat looking wistfully at her playmates when they went out or brought any herself. The child was neatly but plainly clad, and the closest student in school-hours. This odd ac-

one of the child lasted for some time, when one day the teacher noticed that the little thing had apparently brought her dinner. The noon hour came, and the children took their lunch as usual, and went out to eat it, the little girl referred to alone remaining in the room, with her dinner wrapped up in a paper on the desk before her. The teacher advanced to the child, and asked her why she did not go out to eat with the rest, at the same time putting out her hand toward the package on the desk. Quick as thought the girl clasped her hands over it, and exclaimed, sobbing: "Don't touch it, teacher; and don't tell, please—it's only blocks!" And that was a fact. Having no dinner to bring, and being too proud to reveal the poverty of her family, the child had carefully wrapped up a number of small blocks in paper, and brought the package to present the appearance of a lunch. It was nothing—a mere ridiculous incident in school-life; but it was sufficient to make older and wiser heads than hers feel sad.

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All Superintendents, Principals and Teachers will please mail to us the catalogues, circulars or annual reports of their schools.

The Annual Meeting of the State Teachers Association will be held at Watkins, July 25.

As vacation is approaching, please mail subscriptions due, and greatly oblige the JOURNAL.

The next issue will be the "Centennial issue," and will reach a large number of readers. Those who have not already sent in their advertisements should not delay, as the opportunity is unequalled, and benefit will surely come of it.

Inspector Andrew A. Mills, who is President of the Dry Dock Savings Bank, has had the satisfaction of having the financial strength of the institution well tested, and seeing it stand the strain perfectly. The bank paid out to its depositors as long as any one came to ask for it.

Before the next issue of the JOURNAL many of our readers will have closed their labors, and will be resting from the months of wearing labor they have had. Earnest and friendly congratulations are tendered to all. Our pages have shown briefly many of the commencement exercises. We should be glad to print a note of every one sent us, but there is a limit to our space.

THE Thirty-first Annual Meeting of the New York State Teachers' Association will be held at Watkins, N. Y., (the famous "Watkins' Glen,") July 25th, 26th, 27th, 1876.

Addresses and papers are expected from President Potter of Union College, Col. Homer B. Sprague, of Brooklyn, Rev. Dr. Alden of State Normal School, Prof. Shackford, of Cornell University, President Thomas Hunter, N. Y. Normal College, and others.

The Del. Lack. & Wn. R. R. (on its various branches) will return members free. The Erie, and the Del. & Hudson Canal Co.'s lines will sell return tickets at one-third the regular fare,

The following letter explains itself. It is worthy of the eminent source from whence it comes.

WASHINGTON JUNE 6, 1876.
To the Editor of the Sunday School Times, Philadelphia.

Your favor of yesterday, asking a message from me to the children and youth of the United States, to accompany your Centennial number, is this moment received.

My advice to Sunday Schools, no matter what their denomination, is, Hold fast to the Bible as the sheet anchor to your liberties; write its precepts in your hearts, and practise them in your lives.

To the influence of this book we are indebted for all the progress made in true civilization, and to this we must look as our guide in the future.

"Righteousness exalteth a nation; but sin is a reproach to any people."

Yours respectfully,
U. S. GRANT.

The Rowing Furore.

The College boys of this country hearing of the annual rowing contests between the students of Oxford and Cambridge in England, undertook to Americanize the struggle for championship at the oars. When this was confined to suitable limits no objection could be taken. When colleges made it their chief business to row in the regatta and feel success there won, beyond attainments in literature, the matter was overdone, and the people lost their natural interest in the efforts of the young men. Colleges lying in among the hills, with no water near them beyond that in the deep wells or small trout brooks, have their boat clubs; discussions were had, long and loud, on the true method of training; a boat was nailed to the floor of the gymnasium, and weights were hung at the ends of the oars to enable the contestants to go through with suitable motions.

The staple of the conversations, not only on the college grounds themselves, but in the houses blessed with pretty girls, who felt they must talk of what interested the opposite sex, was the regatta to be held in July. The faculty have, strangely enough, taken part in the fray. Boathouses have been built, equipments purchased and encouragement given to the students who gave promise of muscular ability. It would be interesting to inquire, were it not a small number of painful answers, how those students who had such slender purses, filled at one time by a frugal aunt, at another by an over-kind sister from her pocket money, at another by a mother borrowing no one knows where, could stand the extra expense of a trip to Saratoga.

But all this is nearly over. The College Regatta has seen its best days. Taken up in haste, it will be repented of at leisure. There are many reasons why it can have but a precarious hold on the American students' mind. The class which goes to college here is a very different one from that that goes to college in England—as different as the colleges themselves are. Instead of the fifteen colleges only five will row this year, and next year the number will be still less. "Boats for sale or to let" is a sign that may be looked for at Williams, Brown and Hamilton, and finally at Harvard itself.

WHY NOT MENTION The Centennial Graduate.

During the present summer, perhaps two thousand young men will drop out of our several "halls of learning," to loose themselves in the general *omnium gatherum* of vulgar public. Some hard rubs await these bachelors of arts, and more than likely a scattering proportion of them will sit down on the first mile-stone of the old post road along which the race has to travel, and won-

der how much of a lift they have had that far from Livy or Homer or Cicero or Thodhunter or those helpful logarithms which run out six decimal points. At the half-way house, the dust-covered B. A. may even find himself taxing his memory to recall the particular excellences with which these venerable models impressed his youth. But for all this, he still writes himself down as a college-bred man, and the edge of his diploma sticking out from under his pile of briefs, sermons or ledgers, announces him as such to his observing neighbors.

These two thousand, no doubt, are expecting to have considerable influence in the world. They ought to have according to accepted theories of the value of education; but as influence goes with us to-day, it will require stout exertion on their part to gain it. We may reasonably question whether the position of the so-called "educated" man is, either socially or politically, as prominent as it was recognized to be a hundred or even fifty years since. The number of citizens of intelligence, good sense, experience and general worth who cannot "refer" to a university has increased to such an extent under our system of public and academical education that the individual with a diploma finds himself among a class of fellows who, to all appearances are singularly like him. In a common crowd, in five cases out of ten, he would be unknown. Of course this is nothing to his discredit, but greatly to our national credit, and it is a fact which both he and his college may profit by. It only intensifies the importance of pressing home the point, so often urged, that college men should enter more into the public life of the nation

The Teachers of Music.

MANY of the Teachers of music in the public schools, are persons of eminence in their profession. We appeal to the Commissioners, to pay these gentlemen decently for their services. Their work is invaluable to the schools, the discipline, the order, the influence of the teachers, the attachment of the pupils to the schools, the attractiveness, the pleasant aspect—all these and many more are the results of the labors of the teachers of music. Shall they be paid nothing for the long hours of practice, for the years of preparation? We earnestly urge the Commissioners to do justice to the special teachers, and pay them properly for their work. This is why they occupy these eminent positions. Not to pay the lowest sum a human being can live on, and trade for, but a sum bearing some proportion to his labor. If there is not enough money put into their hands for such a purpose, they can have more. The public have long since decided not only to have public schools, but to pay necessary sums to sustain them properly. The *Nation* well says: "When a young man sees a first-rate man teaching the rudiments of French or German, or correcting the grammar or spelling of freshmen's themes, on \$3,000 or \$4,000 a year, he secretly resolves that he will not commit himself to any vocation in which such a waste of great gifts is possible; and in like manner, when he reads a debate in Congress approving of an attempt to discover the exact sum on which a military instructor can keep body and soul together he determines that the service of the Government in any such capacity shall never be his business. In short, we have in our whole educational machinery done what we could to discourage the ambition and energy and capacity of each generation from entertaining the very callings in which energy and capacity are of most importance to the State, and we drive them into the already overdone work of material production."

June 15, 1876.

A. M. KELLOGG: My JOURNAL comes regularly. It contains practical information. Could not do without it. Hope many more names may be added to the list of your subscribers.

S. D. CHRISTNER.

New York City.

GRAMMAR SCHOOL No. 29.

The closing reception of the female department Grammar School No. 29, of which Miss A. B. Bufts is Principal, was held on the morning of June 23. The exercises consisted of singing, recitations and dialogues. Among the latter the "Women's Convention" excited much laughter, and the "Centennial Union Party," in which thirty-four girls participated, was well rendered and met due appreciation from the very large audience.

Among the guests were Hon. Wm. Wood, President of the Board of Education, who presided; Sup't Harrison and Fauning, Mr J. M. Halsted, that very popular member of the Board of Education, Mr. Rapelye, Commissioner of Schools from Long Island, Gen. T. D. Johns of the Naval Academy, and Dr. J. N. Merrill and Mr. John McIntire of the local Board.

The number of semi-annual certificates and prizes distributed was very large. Among the latter were two presented by Dr. Merrill for punctual attendance and two silver medals from Mr. Hemken for improvement in German.

S. C.

GRAMMAR SCHOOL No. 56.

The decorations of the room were tasteful, the floral contributions abundant and the appearance of the young lady graduates were exceedingly pleasing and attractive.

All the trustees of the 16th Ward were present, except John Delamater, Esq., whose age and infirmity prevented his attendance. Special mention is made of his name, as a tribute of the affection entertained for him as a long-tried and faithful trustee.

There were assembled on the platform of the Board of Trustees Messrs. Harrison, Bird, Castree, and Zollikoffer, also Hon. Wm. Wood, President, Commissioners Beardsley, Mathewson, and other members of the Board of Education, Inspector W. H. Gray, Rev. Messrs. Palmer & Mathews, and an audience consisting of a large number of ladies and gentlemen, friends and others interested in the cause of public education, among whom was the former esteemed Principal, Mrs. Simms Burns.

After an interesting programme had been finished, Mr. Kiddle, city superintendent, then proceeded to distribute the diplomas to the graduates. Before doing so, however, he addressed the assembly, stating in effect that it was due to the present Principal (it being her first reception) that the results of her labors and those of her associates were highly gratifying; that the same steady advance in all that pertains to the welfare of the department was still a noticeable feature; especially congratulating the scholars on their record of punctuality.

Miss Libbie Meredith then read a valediction, "Our last Year," and the graduates were addressed by Rev. Mr. Palmer.

The reception was a success in every particular, indicating the existence of admirable discipline, the faithful labors and the proficiency in the graduates.

GRAMMAR SCHOOL No. 44.

The commencement exercises of Grammar School No. 44 took place on Tuesday, in the morning those of the male dept. Mr. Morehouse principal; in the afternoon those of the female dept. Miss Ebbets principal; on Wednesday those of the primary dept., Miss Dowlin principal. The rooms were filled with the friends and relatives of the teachers and scholars; the exercises were conducted by Hugh King, chairman of the Board of Trustees, and there were present the trustees of the ward and many prominent citizens; the exercises were unusually interesting and were listened to with close attention and encouraging applause.

GRAMMAR SCHOOL No. 42.

The annual reception of the female department of this school took place on Tuesday last. The exercises were conducted by Dr. Wiseman, the school inspector of the district. On the platform were President Wood, Supta. Jones and Harrison, and Harrison, and Mrs. Kimp, the first principal of the school. The exercises opened with a recitation from Whittier's centennial hymn. Miss Victoria Kantrowitz sang a solo entitled "Faith and Hope," Miss Louise Brunning recited "Independence Bell." A scene from "Ici l'on parle Francais," in which Messrs. Aaron, Goodman, Lichtenstein, Rich, Rosenstein, and Vassa took part, was very pleasing indeed, as well as a solo by Miss Mary Shortmeier, a recitation, the "Bising of 1776," by Miss Esther Hymann, and the valedictory by Miss Fanny Kantrowitz. President Wm. Wood of the Board of Education addressed the scholars in his inimitable manner, and presented the graduates with diplomas.

GRAMMAR SCHOOL No. 33.

The commencement exercises at Grammar School No. 33 took place on Tuesday afternoon. Wm. Wood, President of the Board of Education, J. A. Spencer of the College of the City of New York, and Austin Abbott, Thos. J. Hull and Thos. Maher, trustees for the district, were among those present. The exercises consisted of recitations, reading and singing by the scholars. The salutatory, "Dolce far Niente," was by Emily R. McLaury, and the valedictory, "Silence," by Beitha Furman. Diplomas were presented to the graduating class; the room was tastefully decorated with the national colors and a centennial bell, composed of white flowers. Everything passed off admirably.

GRAMMAR SCHOOL No. 22.

The female department of Grammar School No. 22 gave an entertainment on Tuesday in the school building, at Sheriff and Stanton streets. The large assembly room was filled with the students and their friends. Geo. B. Rhoads, President of the Board of Trustees, presided. The principal, Miss Frances J. Murray, was surrounded by John H. Fanning, assistant superintendent, Messrs. Miehling, Wangler and Limbeck of the Board of Trustees, and others. The exercises consisted of songs by the school, and recitations and readings by members of the graduating class. Miss Lizzie M. Shanley delivered the salutatory, and Miss Lizzie M. Hart the valedictory. Mr. Fanning presented the diplomas to the graduates, with interesting remarks.

GRAMMAR SCHOOL No. 15.

THE names of the graduates in the Male Department, are: Louis Aarons, Albert E. Bliss, David Davidson, Chas. F. Daemmer, Louis Gort, Ferd. Lowenfels, Edw'd Lashankey, Jno. A. Snyder, Geo. W. Weiffenbach.

The exercises were in a large measure *impromptu*. A pleasant feature was a band of violinists—members of the School—who played some fine music. Miss Bertha Fribourg presided at the piano, and the singing by Miss Farr was very pleasing. A recitation by Miss Florence Auld, excited great attention. Principal Beers, was sustained by Trustees Rhoads, Miehling and Limbeck, and Inspector Anderson.

PRIMARY SCHOOL No. 14.

This school, situated in Oliver street, under the able management of Mrs. M. T. Donegan, gave its annual reception on Tuesday, the 27th inst. The school room was tastefully decorated with flags and streamers, and a large number of choice exotics hung at the windows. Mrs. Brady and Miss Fargis presided at the piano; Mr. Wm. H. McAlpin, school trustee, delivered the opening address, after which an interesting programme was handsomely traversed.

The singing of the children would reflect credit on any school, and the calisthenics, under the supervision of Miss Dougherty reminded one of the Arabian Nights. Few such affairs are as pleasing and successful, and when we consider the ages of the actors, we are struck with admiration at their efficiency. The elocutionary training displayed in the recitation of "The Centennial Year," by Nellie Brosnan, "Chatterbox," by Rachel Abrahams, a pretty little lisping child of little more than four years, and of a number of pupils in the "Country Aunt," drew deserved applause from the crowd of visitors that thronged the room and corridors.

Mr. Goulding, school commissioner, in his vain addressed the children, and in closing deservedly complimented the teachers on the proficiency, good order and general appearance, of their young charges, and justly observed that the parents of the pupils of that school owe them a debt of gratitude, which could not easily be repaid. Dr. Brosnan and Mr. J. Shea, school trustee, also expressed their approval. Messrs. M. J. Duffy, Wm. H. McAlpin and several other gentlemen occupied seats on the platform. After the closing exercises a number of valuable prizes, from Mrs. Donegan and the assistant teachers, were distributed by Mr. Goulding.

PRIMARY SCHOOL No. 31.

THE annual reception of Primary School No. 31, in Second street, took place at 9 A. M. on the 23 inst. The room was profusely decorated, great taste having been displayed in the arrangement of the flags of all Nations, which surrounded globes suspended from the ceiling. On the walls, flags and bunting, covered every available space, and from the centre piece to each corner, streamers were suspended.

The exercises were presided over by Mr. George Rhoads, assisted by Mr. A. C. Anderson, and Mr. J. Limbeck. Miss Edgeworth says, that "To make any progress in the art of education, it must be patiently reduced to an experimental science." That such a thing should be accomplished in a primary school, is one of the results of this Centennial Year. The large number of intelligent Ladies and Gentlemen, who were present at the Reception, under the supervision of its accomplished, and amiable principal Miss Ellen F. Holly, will bear witness that the whole arrangement was "reduced" to a perfect "science."

Miss Barber presided at the piano; while the singing was under the direction of Miss Sarah J. Duncan, who wielded the baton, with consummate skill and ability. The recitations were finely rendered. Mr. Anderson addressed the school in words of earnest commendation. His language was terse, chaste and fervent.

A better satisfied principal and teachers would be hard to find.

GRAMMAR SCHOOL No. 16.

This school sends out 16 graduates, who delivered all the declamations. The exercises were exceedingly interesting and reflected credit on a school that has ever borne an excellent reputation.

GRAMMAR SCHOOL No. 27.

The distribution of diplomas and semi-annual certificates in the male department took place in the presence of a very large audience. The building was gorgeously decorated and the coats-of-arms of the thirteen original States were placed in conspicuous positions. The chairman, Mr. Hopkins, opened the exercises by reading a portion of the scriptures. The salutatory was delivered by Master Chase and the valedictory by Master Donohoe. The declamation and dialogues were well selected and delivered. It is noteworthy that from this department of only 300 pupils fifteen out of sixteen were admitted to the college; the prizes, diplomas and semi-annuals were distributed by trustees

Hopkins and Alston, who, after thanking the audience for the interest manifested by them highly complimented the principal, Mr. Jos. Cremin and his teachers on the success which attended their labors during the past year. The music, consisting of solos and choruses, was very appropriate and was prepared by Prof. Davis and Torek. The prizes were presented by the vice principal Mr. Page. Misses Kraemer, Cremin, Pierdergast, and Powers. Every piece spoken contained some excellent idea, and as the trustees truly said, "It was one of the finest receptions we have ever attended."

GRAMMAR SCHOOL No. 48.

We were presented, on Friday, [with an invitation from Miss Clawson, Principal of Grammar School No. 48, to attend the closing exercises of the graduating class, to be held on Tuesday morning. We had visited this school before and had always been amply repaid, so accepted the invitation without hesitation.

At an early hour every available space was appropriated by visitors. The platform was occupied by different members of the Board of Education and other distinguished visitors. The room was appropriately decorated with flags of bunting and flags of silk, two shields, with the dates 1776 and 1876 in gilt figures, and portraits of Washington. Wreathing of laurel was gracefully festooned from the ceiling, from which fifteen baskets of flowers were suspended, but the crowning beauty of the decorations was a bell of flowers with the date 1776 on its front. While gazing around we were startled by the sound of music, and had only time to wonder whence it came, when the pupils, with tri-colored ribbons streaming from their shoulders entered the room singing a chorus entitled "Kyrie." The rich alto blended harmoniously with the clear tones of the soprano. The music throughout was of an order of excellence seldom attained in our grammar schools. The compositions displayed much care on the part of the pupils. A German recitation entitled "Aus der Jungfrau von Orleans" was given with much expression by Miss Annabelle Reid. A recitation by Miss Regina Ruthe entitled "A Pastoral" was a bombastic version of "Mary and her little lamb," in high-sounding words, followed by the same story in broken English. This elicited much merriment from the audience, but the finest selection on the programme was from Victor Hugo, subject "Conscience," remarkably well rendered by Miss Lila Castellanos, who displayed rare powers of elocution and dramatic ability. One of the finest features of the entertainment not down on the programme, and which we entitle "discipline," was displayed in the superior order which prevailed throughout. Mr. Kidde remarked in his interesting address to the graduates that he had watched carefully for two hours and had not seen the movement of a head in the school. The young ladies left the room marching to the patriotic chorus of "Speed the Republic." The sweet tones died away in the distance, producing a very pleasant impression on the audience, who loudly applauded.

Many prizes were distributed to the pupils. A gold medal was given to Miss Prestonia Mann for first scholarship, by Miss Clawson. The second scholarship to Miss Ella Dick, a gold medal given by Mrs. Colwell, Vice-Principal. An elegant floral offering was given to Miss Mary R. Caunt by Mrs. Reid. Charlotte Merritt received a gold medal for composition from Mrs. Mann. The whole affair reflected credit on the ability and good taste of Miss Clawson and her assistants, and proves that her school deserves the high rank it holds in the city.

Mrs. Sylvanus Reed's School at Nos. 6 and 8 East 53d street, has been attended the past season by a full complement of scholars. A thorough examination shows that Mrs. Reed has fully maintained her high reputation as a teacher. After interesting recitations by

several classes, interspersed with piano music Governor Dix briefly addressed the school, and tendered the graduates sound maxims of advice. Bishop Potter pronounced a benediction.

The Gardner Institute, 620 Fifth avenue, held an interesting commencement. The exercises consisted of music by Prof. Kitpal, Miss Camille Lacy, and Josephine Ybanez; a composition Francaise, "l'Art," by Miss Mamie Van Deusen; Class Prophecy, by Miss Lottie Small; recitation, by Katie Gardner; valedictory by Jennie Bell, and a recitation by Miss Julia Thomas, teacher of elocution. Rev. Dr. Ludlow made an admirable address to the graduating class. Rev. Dr. Gardner awarded the diplomas and addressed the graduates.

In Memory of Mr. Smeaton.

AT a meeting of Male Principals of Grammar Schools, held on the afternoon of June 15, the following Preambles and Resolutions were adopted, viz:

WHEREAS, it has pleased the Almighty in his infinite wisdom, to remove by death from the sphere of usefulness, our late associate Mr. William Smeaton, who has for many years so creditably filled the position of Grammar School No. 19; and:

WHEREAS, it is proper, that we should bear testimony to his worth as a scholar and a gentleman, therefore:

RESOLVED, that in this affliction dispensation, we recognize the hand of Him, who doth all things well, and bow in humble submission to his divine will.

RESOLVED: that we shall remember with pleasurable emotions, the many pleasant hours spent in the society of our departed friend, and console ourselves with the assurance, that "Blessed are the dead which die in the Lord, that they may rest from their toil in their labors: and their works do follow them."

RESOLVED: that a copy of these Preambles and Resolutions, duly authenticated by the signatures of the Chairman and Secretary, be sent to the family of the deceased.

LAFAYETTE OLNEY, Chairman.
F. W. JAMES, Secretary.

The Bowl that Preached a Sermon.

A city boy by the name of Ferdinand, whose parents were very rich, took a long walk one day into the country. Becoming a little weary, he stopped at a farm-house and bought a large bowl of bread and milk. He took it under a shady tree and sat down to enjoy the luxury. It was so good; but a little way off stood a poor boy who had also wandered out of the city. He was thin and pale and looked hungry; but he had no money. Ferdinand knew right well. At one moment he thought of dividing his bread and milk with the poor boy, as the thought came that it would taste even better than to him. But he smothered his generous impulse and ate the whole. On its being emptied, he saw at the bottom of the bowl a picture in blue which he began studying a little. Around the picture were some printed words. He read, he blushed, and then, as if suddenly struck with a thought, he hastened again to the house, ordered the bowl filled, and went back to the poor boy, to whom he gave it, and told him to eat it while resting by the roadside.

Now for the sermon that proved so effective in its work:

"He deserves to suffer hunger who refuses to share with others."

Teacher, do or Give Up.

Harvests come in human life very unexpectedly. Take the sculptor, Thorvaldsen, who produced "Jason of the Golden Fleece";

he was in reality about to forsake his studies altogether, and leave Rome filled with bitter disappointment; he had already broken up one statue of Jason, and smashed it in pieces because his master, Zoega the Dane, criticised it so severely. However, he sculptured another Jason which disappointed him, and he was waiting for his passport to quit Rome altogether, when an English gentleman, a patron of art, Thomas Hope by name, came one day to his studio, and saw "Jason" and greatly admired it. When told the price, 600 zecchini, he offered 800 zecchini for it, and his offer being cheerfully accepted Thorvaldsen, to use a nautical expression, "tacked back" to the line of his old purpose, studied again in Rome, and as the son of a poor Icelander, started afresh in what ultimately proved his most successful career! Success comes very strangely from unexpected quarters, and very suddenly sometimes, like the sunlight through black clouds! God has often thus cheered the weary Christian worker; the least likely scholar has given evidence of the Divine life, and the least likely day has become bright with a beautiful gleam of the sunlight of success.

THE OLD SYSTEM OF PRESIDENTIAL NOMINATION.

Our Presidents and Vice Presidents were at first nominated by caucuses composed of the Senators and members of the House of Representatives belonging to each party. This caucus system although we often see it decried by English writers and papers, was really derived by our early politicians from England. It became the habit of the Parliamentary Leaders of the whigs and tories soon after the revolution of 1688, to meet at taverns or club houses in order to provide discipline for the party ranks, to discuss and decide on measures, and even on special votes, and to designate the *personnel* of new ministries. Many an entertaining story of these conclaves, which often partook of a festive and literary as well as a deliberate character, has come down to us in the writings of Addison, Steele, Harvey and Horace Walpole, and although they were not known as "caucuses," they were such in form and in purpose.

Even before the Revolution American politics had taken a distinct party shape, and what were virtually caucuses were held in the quaint old inns of Boston, New York and Philadelphia on the part both of the tories and the patriots. It was often decided in these conferences who should be sent to the general court who should be made colonel of militia, who should be delegated to the Continental Congress. At the "Green Dragon," in Boston, notable conferences of the caucuses order were wont to be held, in which Hancock, Adams, Otis and Warren were leading and inspiring spirits.

For the first three Presidential elections, however, there were nominating caucuses of Congressmen for the reason that the candidates were very clearly designated by the events of the Revolutionary and constitution forming period.

It was in the year 1800, when a successor was to be chosen to President Adams, that the first caucus recorded in our history was held. It met at Philadelphia, was called by the republican opposition, and comprised thirty-seven members of the Lower House and nine Senators. There was nothing very strict or formal about the meeting. These gentlemen met to discuss candidates, very likely in one of those coffee houses which early Congressmen used to frequent in the Quaker City, and there seems to have been no very sharp rivalry for the places on the ticket. The caucus was of one accord that Jefferson should be presented

to the people for the Presidency.

The first caucus in which there was a contest was held in January, 1808. Jefferson was about to retire from the Presidency. It was certain that the nominee of his party would be elected. Virginia had already furnished two out of three Presidents, supplied the rival candidates to the republican caucus. One was James Madison, who, having begun as a federalist, had become a strong political adherent of Jefferson, and was now Secretary of State. The other was Colonel Monroe, who had been Minister to France. The caucus comprised ninety-four Senators and members, and Madison was nominated by eighty-three votes, George Clinton, the then Vice President, receiving a renomination for that office.

EVE'S WISDOM VINDICATED.

Now comes a physiologist, who, enlightened by the lamp of a fish diet, proclaims to mankind that apples are the proper food, after all, of the sedentary brain workers. The apple, according to this observer, who obviously investigates things to the core, contains more phosphorus, or brain sustenance, than any other member of the vegetable republic; therefore it is conducive to mental activity.

There are grounds for crediting this, and grounds not wholly connected with the Darwinian origin of species, either. It was from that old pippin in the orchard of Eden that the grand old gardener and his wife derived their first intellectual inkling. They were Simians, low browed, disagreeable, anthropoid apes. They took to a diet of apples, prepared for them by the same culinary artist who is now supposed to be ceaselessly occupied in "cooking the goose" of mankind, and, lo! at one flash intellect dawned upon them, and they found themselves, matrimonially speaking, the first phosphorus match ever arranged, with a lucifer to spare.

A PAINTER'S SHOP IN CHINA.

Says the *Chronique des Arts*:—The first principle of pictorial art in China is, "Objects must be represented as they are, not as they appear to be." In virtue of this principle, and not because of ignorance, as is commonly supposed, chiaroscuro, foreshortening and perspective are banished from Chinese pictures. Painting is therefore reduced to simple coloring, and is not at all an art. The Chinese painter is, besides, rather a merchant than an artist, and the ground floor of the house he occupies is the shop where he sells the work he fabricates. His atelier is situated in the top story. There exists in China nothing analogous to our painting in oil. Water color and tempera painting are the only species the Chinese employ. They paint on silk and on vellum, but most of all on that fragile material which we call rice paper. This paper is manufactured from the pith of several kinds of trees, but more commonly from the stems of young bamboos, which have been softened by steeping in water and afterward beaten to pulp in stone mortars. This paper owes its consistency and its whiteness to alum solution and isinglass.

On the first floor of the house are ordinarily found the young painters, disciples or rather workmen for the master. They are seated around large tables, in a large, well lighted apartment. The most profound silence reigns in this atelier. With sleeves rolled up and the queue twisted around the head, the artists, bending over their work, proceed with the most minute attention to details. First of all they choose a sheet of rice paper free from defect and pass over it a light wash of

alum to render it fitter to receive the color. Then they draw the outline, which most frequently is nothing more than a tracing, made easily enough in consequence of the extreme transparence of the paper. Every artist has near him a collection of printed sketches, from which he can draw at pleasure. All that is required to make a picture has been included in these ingenious collections—trees, rocks, lakes, mountains, houses, mandarins, birds, fishes, quadrupeds—nothing is wanting. As soon as the outlines are completed the artist grinds up his colors with great care, dilutes them with water, adds alum or glue or isinglass and begins to color the design. The pencils which they use are extremely fine, a certain kind made of the whiskers of the rat being highly prized. The artist uses two brushes, one being held in the right hand perpendicularly, so as to form a right angle with the drawing; the other, in the left hand, is held horizontally. The first only is charged with color, and with this the artist makes almost imperceptible dots; then, by a rapid manoeuvre, the second pencil widens and "stumps" the colored droplet. And thus the artist proceeds, changing his colors as the picture requires, until finally it is completed.

SCIENTIFIC.

LEAD PIPES FOR THE CONVEYANCE OF DRINKING WATER.—The question whether there is danger from the use of lead pipes for the conveyance of drinking water is discussed by M. Belgrand from a rather different point of view from that which has been usual. He calculates the length of lead pipes used for this purpose in Paris, and shows that the water remains in contact with the lead much too short a time to be acted upon. As interesting specimens, he some time ago exhibited to the French Academy two pieces of lead pipe, the one laid down more than two centuries back, the other at a period somewhat later. The inner surfaces of these tubes, notwithstanding the fact that one of them had conducted water for a period of two hundred years, were both completely intact. The direct experiments with reference to this same question, made with such care by M. Dumas, and Leblanc, are of similar import; that is, distilled water was found slightly to attack the lead, while river, spring and rain water had no appreciable action on the metal.

NEW RAILWAY CAR.—The new railway car designed by M. Giffard, the French engineer, and so constructed as to be free from the oscillating or similar motions common to railroad vehicles, has now been greatly improved, especially in respect to the system of springs employed—these adding very materially to the weight of the car, thus increasing the labor and cost involved in its traction. To meet this difficulty, the plan adopted by M. Giffard is to have the body entirely separate from the trunk. The springs are of the ordinary leaf pattern; but the novel feature consists in the mode of suspending the body from the springs, which is done by connecting the lower ends of the curved iron rods, four of which are fastened on each side of the car, by means of universal joints, to the lower extremities of arms suspended from the ends of the springs. The weight of the car is reduced to about one-tenth in excess of that of the ordinary car, while all the advantages of immobility and easy riding are retained.

MAMMOTH TELESCOPE.—A mammoth telescope said to be the largest ever designed, is now in process of construction at a factory near Dublin, Ireland. It is building at the order of the Austro-Hungarian Government for the new observatory at Vienna, to be finished by the autumn of 1878. The object glass of this vast and magnificent instrument will have an aperture of about twenty-seven inches. The focal length is to be some thirty-two feet. The great base casting, weighing from seven to eight tons, will form a chamber about twelve feet long, four feet six inches wide, and eight feet high for the clock, which will be massive in proportion to the other parts. All the axes will be supplied with anti-friction apparatus; the tube will be entirely of steel, and all the various motions of the instrument, as well as the readings of the different circles will be available to the observer from the eye-end of the telescope.

PARADISE LOST.

M. Edmond Scherer, a French writer, gives the following criticism of Milton's "Paradise Lost" in a recent work:—"Paradise Lost" is a false, grotesque, tiresome poem; not one reader in a hundred can go without smiling through the ninth and tenth books, or without yawning through the eleventh and twelfth; it does not hold together; it is a pyramid balancing on its point—the most frightful of problems resolved by the most puerile of means. And yet, nevertheless, "Paradise Lost" is immortal. It lives in virtue of some episodes which will remain forever famous. In opposition to Dante, whom we must read altogether if we wish really to possess his beauties, we must read Milton only in fragments. But these fragments are part of the poetic patrimony of the English race."

Newfoundland, like Ireland, is destitute of snakes.

San Francisco streets and avenues are singularly destitute of trees.

A \$400,000 iron bridge is to be built across the Niagara River at Lewiston, Canada.

The Chinese barber shops in San Francisco are more numerous than those of any other calling.

French ladies now allow cigars and other free and easy ways in the drawing room, in order to keep the gentlemen there, who it was found, were rapidly preferring stables and clubs.

There are about 500 Indians in Florida, where they inhabit the Everglades, and are believed to hold a few negroes in bondage. They make pets of their pigs, and the porkers follow them like dogs.

The Khedive of Egypt provides daily feast for the cats of Cairo, at the great Mosque, and great is the tumult at the hour of prayer, when they all rush to the distributing priest for their allowance.

A man called at the Albany Medical College and wanted to sell his body for dissection. His price was \$75, but he came down to \$40. He said he would spend the money in a last carousal, and then commit suicide. A bargain was not consummated.

The London *Lancet* deplores the spread of "morphia disease" in England and Germany. People are beginning to go far too often to druggists' shops to buy opium in some form or another, and the diseases resulting from its use baffle medical skill.

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It is intended to be a family school. The number of family pupils is limited to twenty-five. These have the comforts of a Christian home, as well as the discipline and careful instruction of a good school. The rooms are large, carpeted, and comfortably furnished. True education seeks to develop all the powers—physical, intellectual and moral, and to combine these in the formation of personal character.

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The course of study embraces all the desirable branches for a finished education. Lectures upon scientific subjects will be delivered by experienced Professors. Diplomas will be conferred upon those who satisfactorily complete the course, and certificates of success in any department will be awarded. A department for small children, on the Kindergarten system, will be connected with this school.

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The design is to furnish a genial home, where, under pure elevating Christian influences, the foundations of a broad and generous culture may be successfully laid. Our ideal of a true education is the systematic development of the whole being, physical, moral and spiritual.

The course of instruction comprises all the branches required in a thorough education and each department is in charge of a competent master. Expenses, \$100 per Term; \$300 per year.

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The course of instruction is comprehensive and thorough, comprising a complete course in all the English branches, Latin and the Modern Languages. Great pre-eminence is assigned to the study of the English language and literature, and the Latin Classics, in this system, while ample facilities are afforded for instruction in all other branches necessary to a liberal education.

The Terms, per annum, for board and tuition in English, French Latin, and drawing, will be \$400.

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The Principal, with an efficient corps of teachers, offers to her pupils superior advantages for a thorough education in the various branches of English Literature, Mathematics, the Natural Sciences, and also in Ancient and Modern Languages.

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Established as a Military and Classical Boarding School, it has been under the present management about eight years. The building possesses desirable conveniences for the comfort and welfare of the pupils. This school is located about one mile from the village of Sing Sing, N. Y., and thirty from New York City; it combines accessibility, beauty of scenery, and salubrity of climate. The chief aim of the Principal is to build up manly Christian character. The discipline of the school is persuasive rather than imperative.

New York School Journal.

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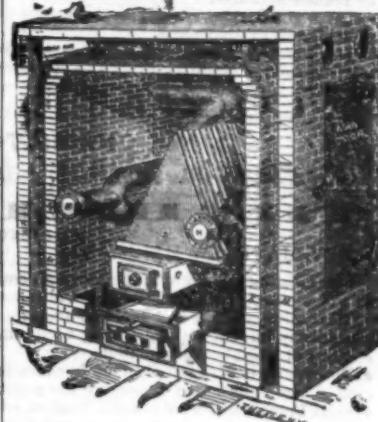
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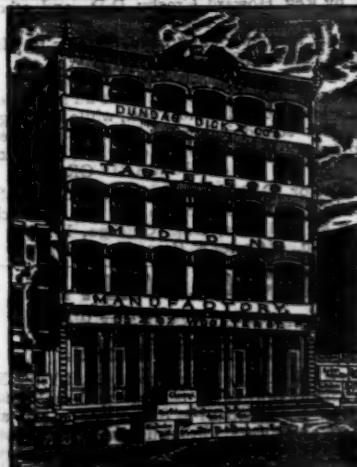
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